DOCUMENT RESUME

ED 089 262 CS 001 088

TITLE	Project Aloha: Mainland Demonstration of the Hawaii English Program.
INSTITUTION	Berryessa Union Elementary School District, San Jose, Calif.
PUB DATE	73
NOTE	4p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Elementary Education; *English Programs; *Individualized Programs; Instructional Media; Language Arts; *Program Descriptions; *Self Directed Classrooms; Skill Development
IDENTIFIERS	Hawaii Language Skills Program; *Peer Tutoring

ABSTRACT

This newsletter describes the Hawaii Language Skills Program, a total instructional system that provides teacher materials, pupil materials, instructional approaches, and ways of assessing children's progress in language skills, literature, and language systems. Key approaches used include self-direction and peer tutoring. The children are trained to work independently in an environment laid out to permit choices from among 680 components and activities, as well as an environment that responds immediately to a child's unique decision. Audio card readers are one example of the auditory equipment available in the program. The conventional reliance on the single book has been replaced by a wider use of multi-modal presentations to accommodate the many different learning styles of children. The structure of the objectives and the management and record-keeping procedures of the system allow teachers to create an environment in which responsible self-activization and self-direction are developed in the learner. (HOD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROJECT ALOHA

MAINLAND DEMONSTRATION OF THE HAWAII ENGLISH PROGRAM

BERRYESSA UNION SCHOOL DISTRICT
935 PIEDMONT ROAD • SAN JOSE, CALIFORNIA 95132 • (408) 258-3121

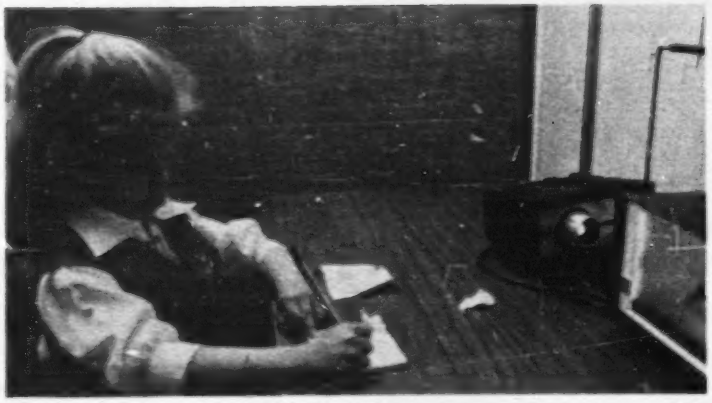
ED 089262

ALOHA MEANS "WELCOME" TO A UNIQUE LEARNING EXPERIENCE

- Total Instruction System for Language Development
- Consider For California Early Childhood Education Program
- Totally Individualized in Pacing, Modes, Patterns
- Non–Graded
- Develops Self–Direction

LANGUAGE SKILLS

Children, like adults, differ in interests, in styles of learning, in aptitude and speed, and in their need to participate in decisions affecting their own activities. The Hawaii Language Skills Program (Project ALOHA), developed and proven over the past five years by the University of Hawaii and the Hawaii State Department of Education, provides for just these kinds of individual differences.



PARTICIPATING AGENCIES – U.S. Office of Education, Bureau of Plans and Supplemental Centers, Title III, Section 306 – GRANTOR; California California State Department of Education, Hawaii State Department of Education, the Hawaii English Project

PARTICIPATING DISTRICTS – BERRYESSA UNION SCHOOL DISTRICT, LEA – Archdiocese of San Francisco – Cupertino Union School District – Oak Grove Elementary School District – Santa Clara Unified School District – San Jose Unified School District

The Hawaii English Program (HEP) is a total instructional system that provides teacher materials, pupil materials, instructional approaches, and ways of assessing children's progress in language skills, literature, and language systems.

The structure of the objectives and the management and record-keeping procedures of the system allows the teachers to create a responsive learning environment in which responsible self-activization and self-direction are developed in the learner.

Each skills period begins with a planning circle, composed of the teachers and the entire class. This and the evaluation circle at the end of the period are generally the only times that the class meets together as a whole; most of the other activities are done in small groups, in pairs, or individually. The planning circle presents the teacher with an opportunity to provide learning with step-by-step training in decision-making. As the period begins, each child is given the opportunity, under teacher direction, to consider the range of activities available to him in the classroom, to make a selection from these, and to verbalize his decision. Through this open discussion of what each child will be doing, and why, the less mature learners become aware of the types of tasks the older and more mature children are engaging in. Their expectations for themselves are stretched by hearing these children tell of the "jobs" they have worked on or are choosing. This leads many of the less mature learners to consider selecting similar tasks for themselves.

In this way the teacher is able to guide children into the method (mode) of learning by which they can be most successful in each area of skills. This particular method of teaching has been proven very effective in the development of communicative skills and in helping pupils develop a responsibility for learning. The youngsters in this program are trained to work for the most part independently, in an environment laid out to permit choices from an array of 680 components and activities, as well as an environment that responds immediately to a child's unique decision.

In addition to self-direction, another key approach in the HEP concept is peer tutoring. The child who has successfully completed a particular Language Skills component as a learner is given the opportunity to tutor another child in that component. A sense of responsibility, purpose, and self-fulfillment are important outcomes of teaching others, but more important from a learning standpoint is the knowledge that comes to the child who teaches. Helping another learn is a chance to review, but it is to review in a game-like situation and with an adult-type purpose to enhance the activity

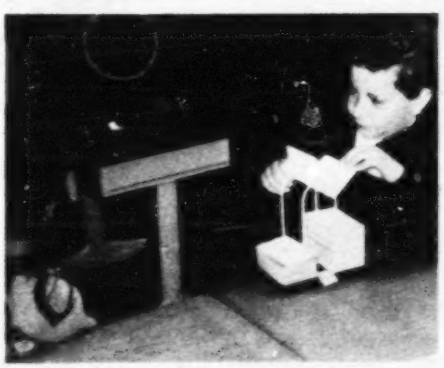
Aside from its obvious learning benefits, peer tutoring is proving beneficial in the classroom from a social standpoint as well. One of the first things an observer notices in the classroom is the obvious acceptance and friendliness of the children, one for another. Because they are continually working together, though seldom with the same partner, no child is left out of the action - there are no outcasts. All are working together in this positive, success-oriented environment, free from aggressive competition, where each is able to progress at his own rate and according to his own specific needs.

Because the record-keeping procedure allows the teacher to know specifically each child's progress, no child is "lost". The teacher is able to provide guidance to each child on an individual basis regarding the child's learning needs. Materials are built into the system to facilitate peer tutoring and the management section of the teacher's training show teachers how to develop peer tutoring skills in children. Peer tutoring is important in freeing teachers to assume a role of guidance to pupils in an individualized program.

The first mode the children work with is the visual "stack" mode. These stacked cards begin by teaching decoding skills of discrimination and recognition of such things as symbols, numbers, letters, words, and finally linguistic patterns. The stacks are designed to allow peer tutoring — the learner reading his card and the tutor checking him. The last group of cards in each stack, containing every word found in the stack, is used just by the teacher when checking a child. There are over 400 words covered in the stacks, all of which are also found on auditory mode materials as well.

Audio card readers are an example of some of the auditory equipment available in the class. Here the child reads a word on a card, is checked by his tutor if he has one, or if not, he can put the card into the audio card reader which will "read" the word for him.

The learning materials in the HEP reflect a move away from the single textbook mode toward greater use of non-textbook modes of educational presentation. Books are still an important part of the curriculum, as is evidenced by the 207 volume instructional library in this class, but the conventional reliance on the single book has been replaced by a wider use of multi-modal presentations to accomodate the many different learning styles of children.



OVERVIEW OF THE HAWAII ENGLISH PROGRAM K-6

LANGUAGE

Language Skills *

Non-graded, largely non-text, multi-media, self-instructional or peer-taught units of materials to help the student toward progressively greater synthesized control of his language performance.

SKILLS WITH GRAPHIC SYMBOLS

Reading

- Graphic Symbols Discrimination
  - Letters
  - Words
- Graphic Symbols Recognition
  - Letters
  - Numbers
  - Words
  - Phrases & Sentences
  - Audio Card Books
  - BRS Satellite Kit
- Purposeful Reading
  - Instructional Library
  - Dialect Books
  - Speeded Reading
  - SRA IIA Kit
  - Audience Reading
  - Coordinated Language Skills
  - Reference Skills
- Taped Books

Writing

- Handwriting
  - Letter Discrimination
  - Letter Recognition
  - Cursive Writing
  - Manuscript Writing
- Purposeful Writing
- Spelling
- Capitalization
- Punctuation

Typewriting

- Typing Skills
- Applied Typing

SKILLS WITH ORAL SYMBOLS

Listening & Speaking

- Phonology
  - Sounds of English
  - Intonation
  - Stress
- Vocabulary
  - Colors & Shapes
  - Prepositions
  - Affixes
  - Multiple Meanings
- Grammar
  - Plurals
  - Determiners
  - Grammar 1 & 2
    - Verbs
    - Pronouns
    - Questions
    - Negatives
    - Possessives
    - Phrases
    - Word Differences
  - Grammatical Flexibility
- Language Variations
  - Dialect Variations
  - Style Variations
- Task-Oriented Communication
- Task-Oriented Group Discussion
- Meaningful Communication
- Songs

* For finer breakdown of Language Skills Program, refer to page 404 in the Teacher's Manual, Volume I

Language Systems

Perspectives in Communication

Fifteen self-contained, non-graded, non-sequential three-to-four week packaged study units on aspects of human and animal communication systems for use in grades 4-6.

- ADVERTISING
- ANIMAL COMMUNICATION
- BACKGROUNDS OF ENGLISH
- DIALECTS
- GESTURES
- INTERNATIONAL LANGUAGES
- NAMES
- POPULAR SONGS
- PROPAGANDA
- SECRET CODES
- SIGN LANGUAGE
- SOCIAL USES OF LANGUAGE
- SOUNDS
- SYMBOLS
- WRITING SYSTEMS

LITERATURE

Thirty-seven non-sequential, non-graded instructional units (components) organized in three bands for approximate grade levels K-2, 3-4, 5-6 which focus on five areas of children's experiences (Make Believe, The World Around Us, Growing Up, The Social Order, Adventure)

BAND I (K-1)

Magic & Wonder, Fabulous Creatures, Rhythms of Man, Rhythms of Nature, Rhythms of Art, Imagining Things, Self & Family, Animal People, Heroes & Leaders, Narrow Escapes, Literature Listening Program.

BAND II (2-4)

Magic & Wonder, Fabulous Creatures, Wishful Thinking, Little People, Rhythms of Nature, Rhythms of Art, Rhythms of Man, Self & Family, Insights, Imagining Things, Animal People, Heroes & Leaders, Narrow Escapes.

BAND III (5-6)

Magic & Wonder, Bigger Than Life, Little People, Rhythms of Art, Rhythms of Nature, Rhythms of Man, Insights, Imagining Things, Self & Others, Acquiring Wisdom, Heroic Deeds, Encounters, Searches.

LITERATURE

The Literature component provides the child with an opportunity to develop an understanding and application of the use of Language Skills in the art of communication. The Literature component begins with games and activities designed to develop understanding of concepts, sequence, and plot even before the child has developed reading skills and then is utilized simultaneously with the Language Skills throughout the program. The stress of the Literature component is on enjoyment and self-expression. As teachers read stories to groups of children, they respect each child's interpretations as reflected through creative dramatics, art and rhythmic activities, and group and individual creative stories and poems. Thus, literature for grades K–6 capitalizes on students' interests and development to lure them into understanding, appreciation, and enjoyment of literature through personal interaction with literary selections and accompanying materials.

LANGUAGE SYSTEMS

Language Systems for grades 4–6 aims at helping children discover through high interest units how human communication is unique, how languages work, and how language affects people and society.